Examiners' Report
Lead Examiner Feedback

June 2022

Pearson BTEC Nationals
In Uniformed Protective Services (40888M)
Unit 2: Behaviour and Discipline in the Uniformed Protective Services

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different

structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

Introduction

This report has been written by the Lead Examiner for Unit 2 Behaviour and Discipline in the Uniformed Protective Services. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find example learner responses from Level 3 Pass, Merit and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

This was the second examination series for Unit 2 Behaviour and Discipline in the Uniformed Protective Services. It was pleasing to see that many learners had taken onboard the guidance contained within the January Examiner's Report and this was particularly evident in the exam techniques used by many learners this series.

A range of responses were found that met the Pass, Merit and Distinction descriptors, and application skills were used well. Learners showed a good understanding of most of the theories used this series, and many learners were able to apply this well to the Uniformed Protective Service contexts given in the scenarios.

Examination technique continues to be an area for development. This is particularly important on the shorter response questions worth 2 or 3 marks. When preparing learners for the exam, it is very important that centres ensure the level of demand expected for command verbs are fully understood, as well as ensuring that the content within the specification is fully addressed.

Centres are encouraged to review the materials provided on the Pearson website regularly for updates. Particular attention should be given to the recent resources that include an additional materials document and a glossary of terms. These can both be found in the teaching materials section of the web site:

https://qualifications.pearson.com/en/qualifications/btec-nationals/uniformed-protective-services-2020.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-material

Individual Questions

Section A

Each section of the paper focuses on a different uniformed protective service. In this exam, section A focused on the Fire and Rescue Service. Learners were familiar with this service and that was clear from their responses to the questions in section A. The questions in this exam are based around the contexts given in the scenarios, and learners are expected to apply the knowledge that they have gained about the principles of behaviour and discipline to the contexts that they are given within each paper. Providing learners with knowledge and experience of a variety of uniformed protective services as part of their preparation for this exam is an important element as it ensures that they are able to understand the context within the scenarios.

Question 1a

This question required learners to identify one reason why Daniel follows the rules and procedures. Most learners gave answers in relation to safety, though some referred to efficiency and team morale.

This response received 1 mark for saying "doesn't put lives at risk". Had the learner just referred to discipline, no mark would have been awarded as this is stated in the scenario.

Samira is inducting a newly qualified firefighter, Daniel. He has just started working at the fire station. The induction focuses on self-discipline as an important part of the role. Samira wants to make sure that Daniel is following the rules and procedures.

1 (a) Give **one** reason why it is important that Daniel follows the rules and procedures at the station.

(1)

So he is disciplinged and doesn't put any lives at risk while out on call.

This response also received 1 mark

1 (a) Give **one** reason why it is important that Daniel follows the rules and procedures at the station.

(1)

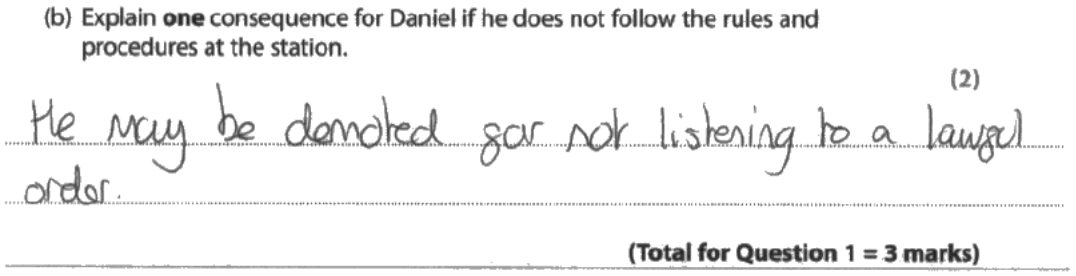
it makes sure the service is efficient.

Question 1b

Almost all learners were able to name a consequence of not following orders, achieving 1 mark. The most common examples included demotion or loss of pay. The second mark required the learner to expand on the consequence.

There was evidence in this question of improved exam technique in comparison to the last series since many more learners were providing expansions that gained the second mark. As an *explain* question, learners should offer a consequence as well as expanding their reasoning. It is important that learners are taught the different level of response expected for each command verb as part of their exam preparation.

This response received 2 marks. 1 mark for demotion and 1 mark for not listening to a lawful order.



(b) Explain **one** consequence for Daniel if he does not follow the rules and procedures at the station.

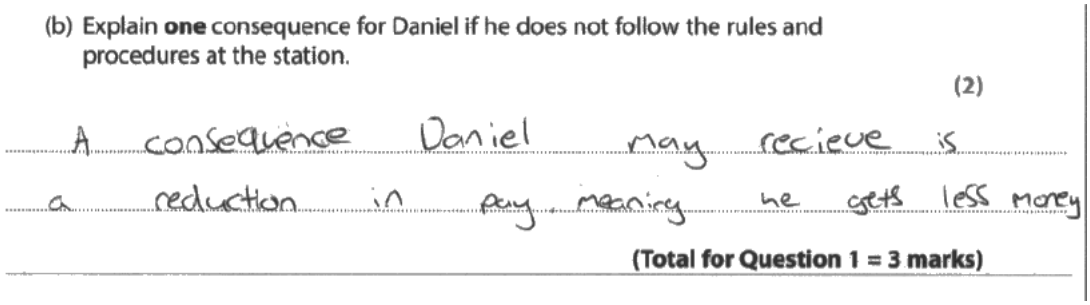
(2)

He may be demoted sor not listening to a lawful order.

(Total for Question 1 = 3 marks)

Some learners offered a consequence with a description which was also credited.

This response received 1 mark. 1 mark for a reduction in pay. There is no relevant expansion.



(b) Explain **one** consequence for Daniel if he does not follow the rules and procedures at the station.

(2)

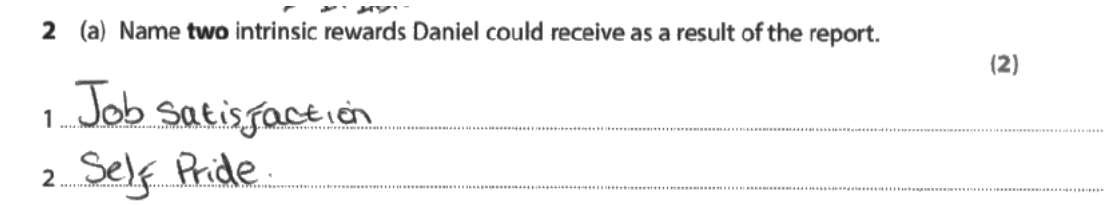
A consequence Daniel may recieve is a reduction in pay. meaning he gets less money

(Total for Question 1 = 3 marks)

Question 2a

This question required the learners to name two **intrinsic** rewards for Daniel. Some learners gave answers that referred to medals or pay rises. These were not rewardable. Learners who answered this well referred to a sense of achievement or motivation. It is important that learners fully understand the difference between intrinsic and extrinsic rewards as part of their preparation for this exam.

This response received 2 marks.

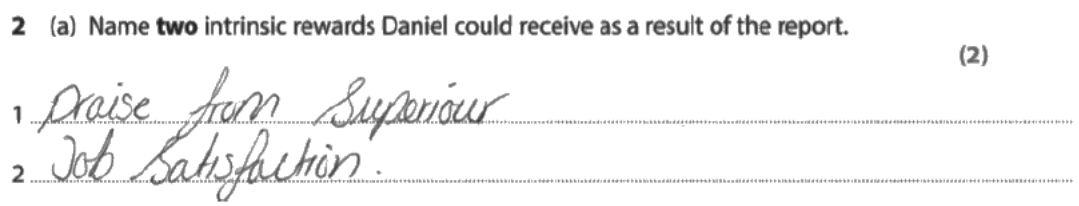

2 (a) Name **two** intrinsic rewards Daniel could receive as a result of the report.

(2)

1 Job satisfaction

2 Self Pride.

This response received 1 mark.

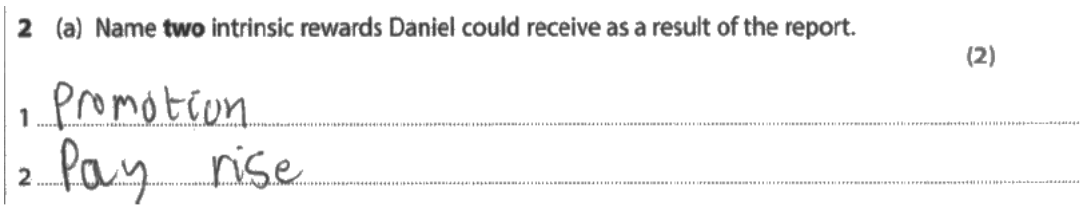

2 (a) Name **two** intrinsic rewards Daniel could receive as a result of the report.

(2)

1 Praise from Superiour

2 Job Satisfaction.

This response received 0 marks.


2 (a) Name **two** intrinsic rewards Daniel could receive as a result of the report.

(2)

1 Promotion

2 Pay rise

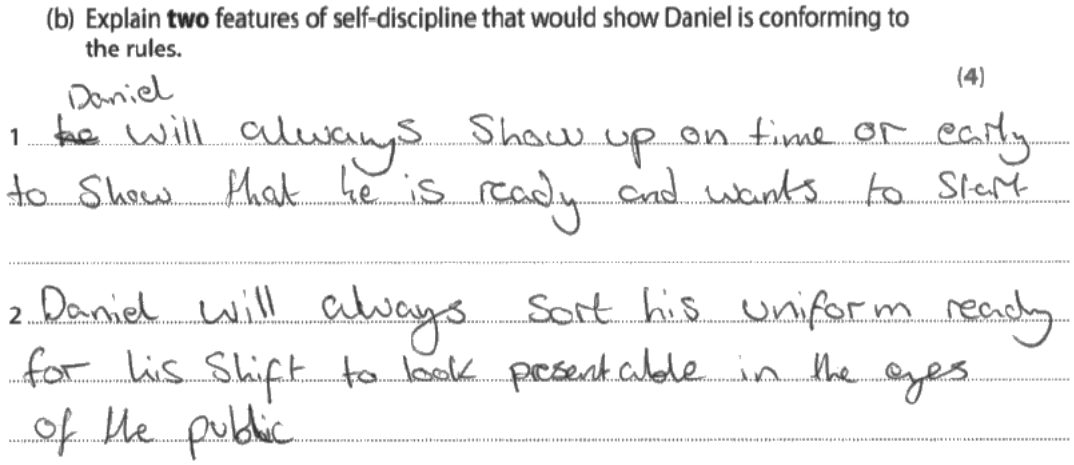
Question 2b

Most learners were able to identify a feature of self-discipline, with the most common answers relating to uniform and punctuality. Fewer learners were able to provide accurate expansions in order to achieve the second mark.
It is important that learners are aware that a question with an *explain* command verb requires an extension on the example given in order to achieve two marks.

Some learners gave answers that did not link self-discipline to conforming to the rules. Learners should be encouraged to read the question carefully before answering.

This response received 4 marks.

In the first answer, 1 mark is awarded for showing up on time, 1 mark is awarded for shows he is ready and wants to start. In the second answer, 1 mark is awarded for sorting uniform ready. The second mark is awarded for to look presentable in the eyes of the public.



(b) Explain **two** features of self-discipline that would show Daniel is conforming to the rules.

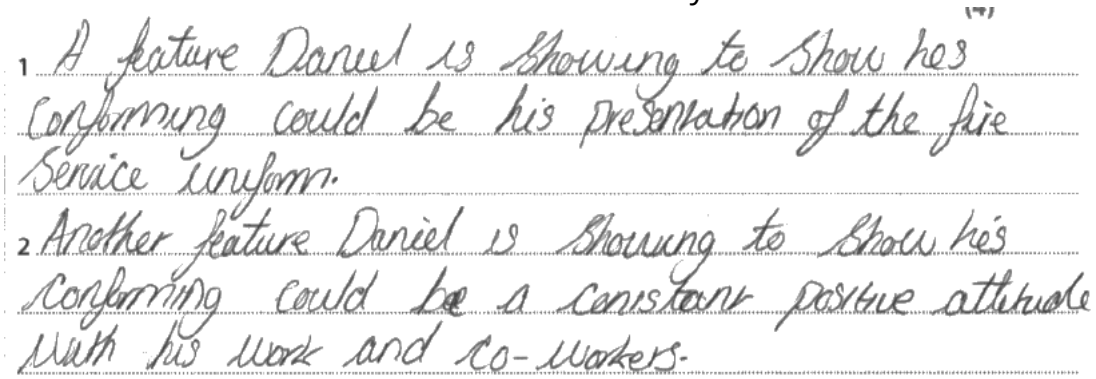
(4)

1 Daniel ~~he~~ will always show up on time or early to show that he is ready and wants to start

2 Daniel will always sort his uniform ready for his shift to look presentable in the eyes of the public

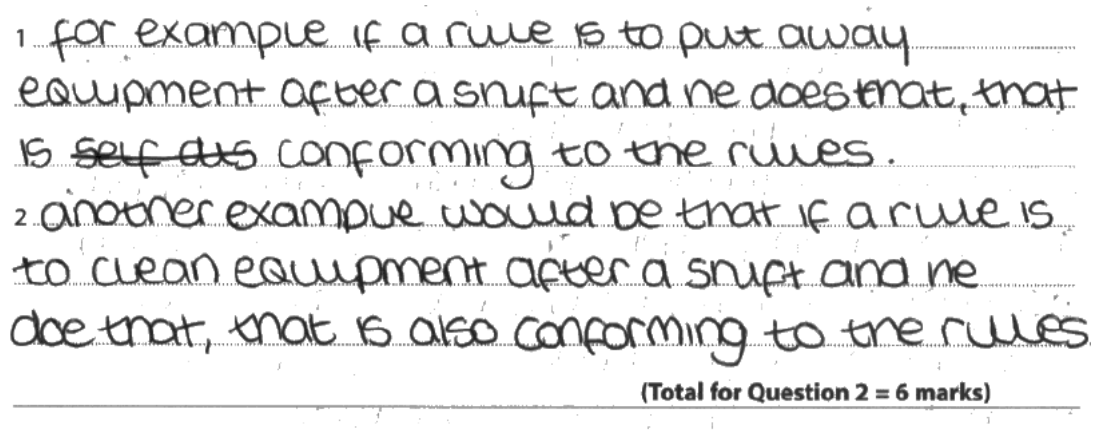
This response received 2 marks.

1 mark for presentation of fire service uniform and 1 mark for constant positive attitude. No extensions were offered by the learner.


1 A feature Daniel is showing to show he's conforming could be his presentation of the fire service uniform.
2 Another feature Daniel is showing to show he's conforming could be a constant positive attitude with his work and co-workers.

This response was given 1 mark.

The same extension is given in both responses (following rules). They are both a repeat of the question, and therefore not credited.


1 for example if a rule is to put away equipment after a shift and he does that, that is ~~self ass~~ conforming to the rules.
2 another exampue would be that if a rule is to clean equipment after a shift and he doe that, that is also conforming to the rules

(Total for Question 2 = 6 marks)

Question 3

This was the first question on the paper to specify a psychology theory that needed to be used to explain behaviour in the context of the scenario. The learner was expected to firstly explain the findings of Pavlov. This study is covered in more detail in the additional guidance document. The learner should then summarise the findings from the study. These findings should then be applied to Daniel. Learners who explained the theory but did not apply it to Daniel were limited to mark band 1. Equally, learners who applied the principles of conditioning to Daniel but did not link it to theory were also limited to mark band 1. Answers achieving the top mark band were able to identify the findings of the theory, link this to Daniel and suggest how this could impact behaviour in the longer term.

Centres are reminded that learners must be familiar with the full range of theories covered in the specification for unit 2 to ensure that they are able to engage with all questions on the paper.

The following response received 6 marks.

The learner correctly describes the work conducted by Pavlov. This is then developed to explain the findings from the experiment. This is linked to the idea that over time Daniel will not need to receive praise in order to perform well. This is very good practice as it shows that the learner is applying knowledge to the context. There must be evidence of application to context to achieve higher marks, so the learner has met this requirement.

Clear evidence is given to place this answer in mark band 3 as the learner has demonstrated accurate knowledge and understanding of Pavlov. This is applied to Daniel and there is clear evidence of links between the theories of conditioning and the scenario.

3 Discuss the role of feedback in conditioning Daniel to conform to the rules.

Refer to the research of Pavlov in your answer.

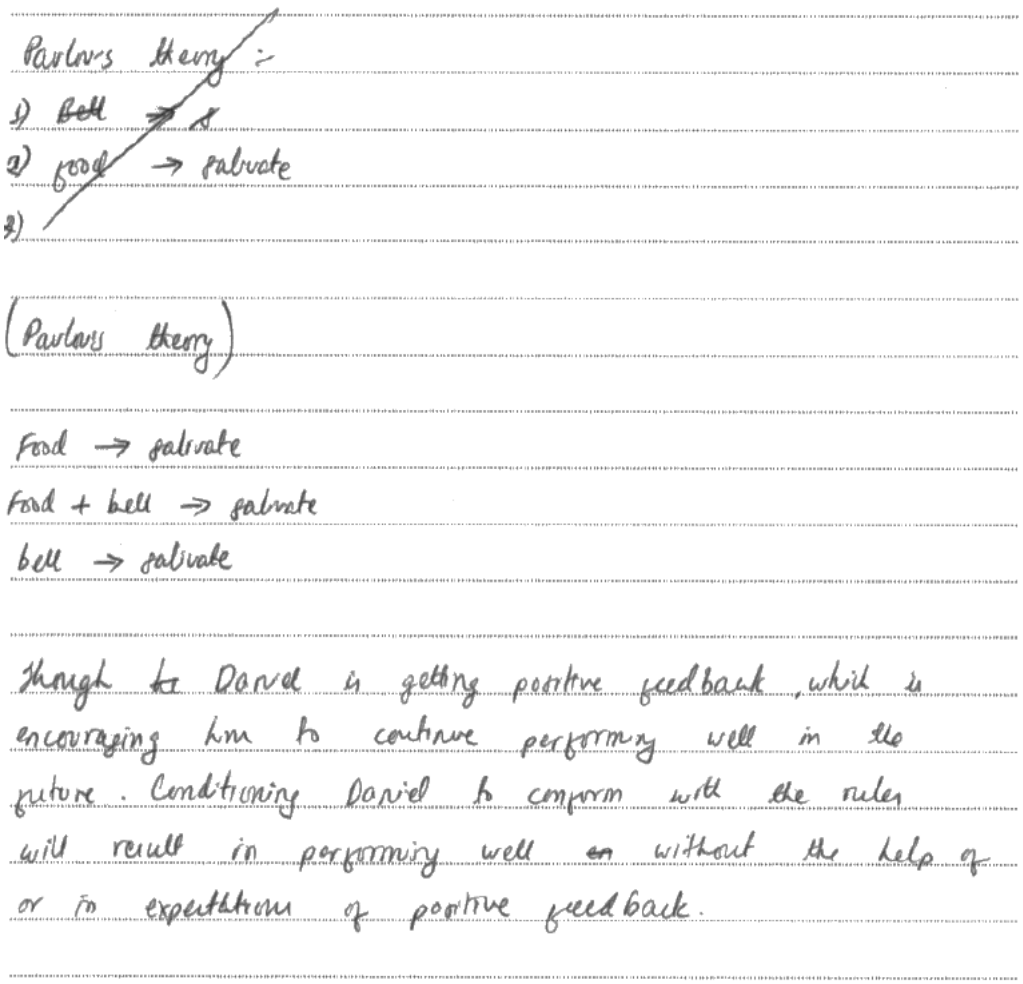
Pavlov's experiment was conditioning his dog to salivate at the sound of a bell instead of the sight of food. by changing the stimuli he was able to condition his dog. he did this by ringing a bell before feeding the dog and as he did this he eventually got to the point, where even if the food wasn't in sight, the dog would still salivate and get excited at the sound of the bell. in our case Daniels performance is the bell and the positive feedback is the food, because he got praise and recognition because of his performance he is willing and happy to continue or even improve this behaviour over time the need for positive feedback will disappear. and he will continue to perform well on his own accord and he may even do it for his own pride and happiness.

The following response received 3 marks.

There is a brief explanation of Pavlov followed by two good examples of how this applies to Daniel. There is just enough evidence to place this answer in mark band 2.

3 Discuss the role of feedback in conditioning Daniel to conform to the rules.

Refer to the research of Pavlov in your answer.


Pavlovs theory :-
1) Bell
2) food → salivate
3)
(Pavlovs theory)
Food → salivate
Food + bell → salivate
bell → salivate
though to Daniel is getting positive feedback, whil is encouraging him to continue performing well in the future. Conditioning Daniel to comform with the rules will result in performing well on without the help of or in expectation of positive feedback.

When answering questions that refer to specific theories, it is the findings of those studies that are the most important part. Understanding the findings will enable the learner to properly apply these to the protective service context given in the scenario. The additional guidance covers all theories included in the specification for unit 2 in detail.

Question 4

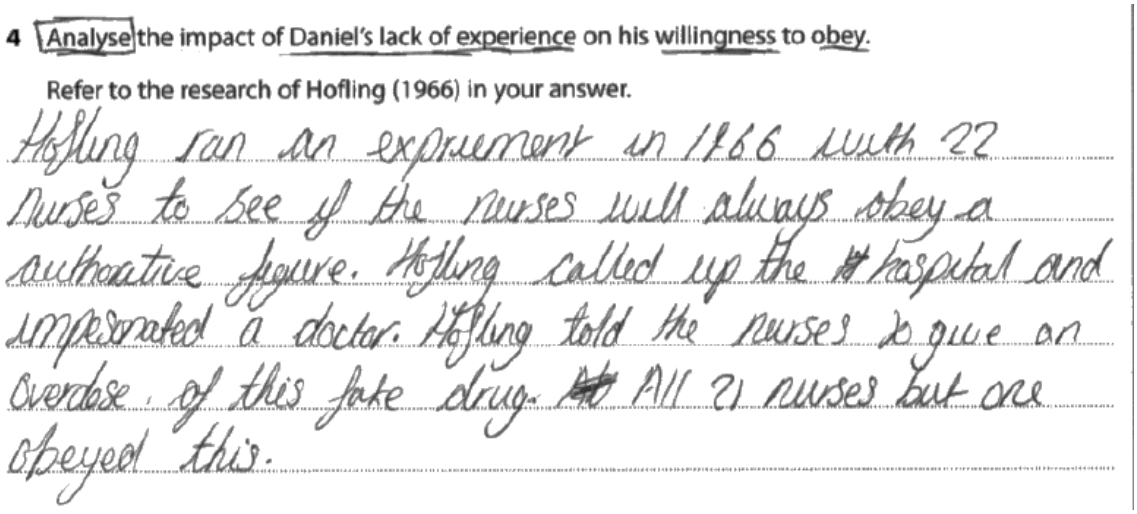
This question asked learners to analyse the impact of Daniel's lack of experience on his willingness to obey. It is important that learners are aware of the requirements for an *analyse* command verb so that they can fully access the range of marks available for this question. In this instance, to achieve a mark in mark band 3, learners need to give an outline of Hofling's experiment, apply this to Daniel and analyse why Daniel's lack of experience made a difference.

Some responses were able to explain that Daniel may have felt he was no longer responsible for the consequences on his actions since by following the order he had passed on the responsibility to the Station Manager.

Some very good responses referred to the consequences for Daniel of obeying the instruction. Some answers also referred to other options Daniel could have taken, such as whistleblowing.

The following response received 9 marks.

The learner has accurately recounted the main findings of Hofling's experiment. This has then been linked to Daniel. The learner explains that Daniel knows the order is wrong but follows it, anyway, explaining why the lack of experience impacts this. The learner then continues by explaining how the situation may have been different if Daniel had more experience.



4 Analyse the impact of Daniel's lack of experience on his willingness to obey.

Refer to the research of Hofling (1966) in your answer.

Hofling ran an expruement in 1966 with 22 nurses to see if the nurses will always obey a authoritive figure. Hofling called up the hospital and impersonated a doctor. Hofling told the nurses to give an overdose of this fake drug. All 21 nurses but one obeyed this.

In terms of Daniel he knows the action of breaching health and Safety is wrong but follows the order anyway as he's being told by a Superiour and he doesn't want to be disaplined or recieve consequence for disobediances. However, if Daniel was more experienced he would know to ask for identification and also Question this order. ~~Furthermore, But~~ Furthermore, if Daniel had more experience he would know to whistle blow the order as it's unlawful and breaches the Safety of the co-workers and the public. **(Total for Question 4 = 9 marks)**

TOTAL FOR SECTION A = 24 MARKS

The following response received 4 marks.

The learner provides a clear overview of the findings from Hofling. There is some application to Daniel. The reference to Daniel's lack of experience impacting his willingness to obey is directly lifted from the question and so is not credited. The response contains developed points, which place it in Mark Band 2.

4 Analyse the impact of Daniel's lack of experience on his willingness to obey.

Refer to the research of Hofling (1966) in your answer.

Hofling research showed that people don't question things when to do so by people higher than them. This was shown in an experiment where doctors asked nurses to give a people a high amount of meds with no reason. Daniels lack of

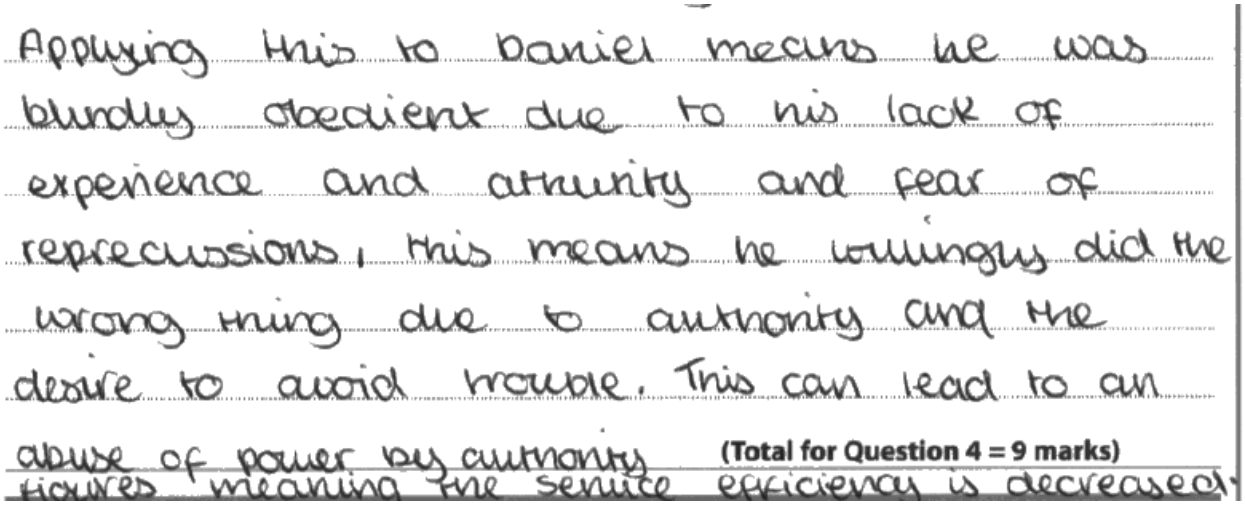
experience had an impact on his willingness to obey as the station manager is at a higher rank, depsite knowing not to remove the PPE he does so anyway as he doesn't want to question someone higher than him

The following response received 7 marks.

The learner provides a detailed explanation of Hofling. There is also a well-developed application of the findings of the study to Daniel.

4 Analyse the impact of Daniel's lack of experience on his willingness to obey.
Refer to the research of Hofling (1966) in your answer.

Hofling was a reasercher in the 1960s who ran an experiment to study obiedience in relation to power and authority. The experment concluded that over half the nurses would adminis-ter the lethal dosage of drugs to a patient because a fake doctor requested they do so. This was because of many reasons, fear of disciplinary action, blind obedience, and assum-ption of proffesional "correct" knowledge due to the label, or authority figure of a doctor.



Applying this to Daniel means he was blindly obedient due to his lack of experience and authority and fear of repercussions, this means he willingly did the wrong thing due to authority and the desire to avoid trouble. This can lead to an abuse of power by authority figures meaning the service efficiency is decreased.

(Total for Question 4 = 9 marks)

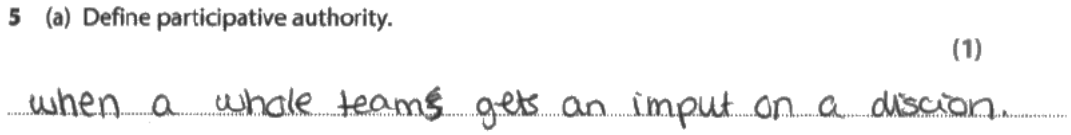
Section B

This section of the paper focused on the Army as the uniformed protective service. Learners showed a clear understanding of this service, and this was reflected well in the answers.

Question 5a

This question asked learners to define participative authority. This was answered very well, with most learners referring to the collation of ideas from the team.

This response received 1 mark.



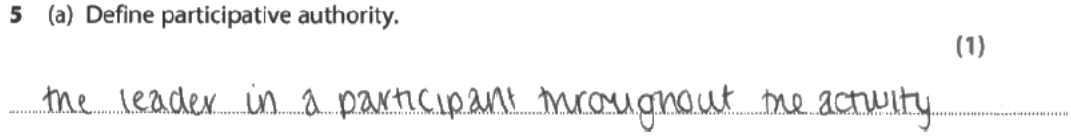
5 (a) Define participative authority.

(1)

when a whole teams gets an imput on a discion.

This response received 0 marks.

The learner has attempted to use the same wording as the question.



5 (a) Define participative authority.

(1)

the leader in a participant throughout the activity

Question 5b

This question required learners to identify an advantage of this style of learnership. There were many excellent answers to this question. Most focused on the sharing of ideas and expanded on their answer by referring to either team cohesion or better ideas.

This response received 2 marks.

1 mark for more ideas and 1 mark for a better solution.

(b) Explain **one** advantage of this style of authority.

(2)

~~people who are~~ more people with more ideas will come up with a better solution than 1 person.

(Total for Question 5 = 3 marks)

This response received 2 marks.

1 mark for everyone will get a voice, and 1 mark for feel valued.

(b) Explain **one** advantage of this style of authority.

(2)

every ones will get to voice their opion which make the team feel valued

(Total for Question 5 = 3 marks)

This response received 1 mark.

The learner has recognised that there will be improved efficiency.

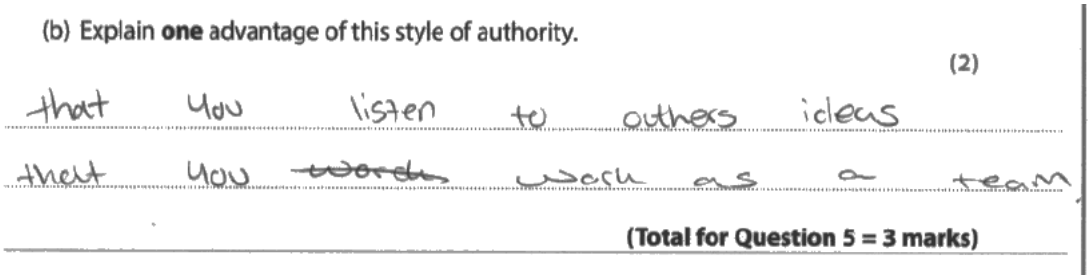
(b) Explain **one** advantage of this style of authority.

(2)

People can work in their preferred way, improving efficiency from all parties.

(Total for Question 5 = 3 marks)

This response received 0 marks.
The Learner has given a definition rather than an advantage.


(b) Explain **one** advantage of this style of authority.

(2)

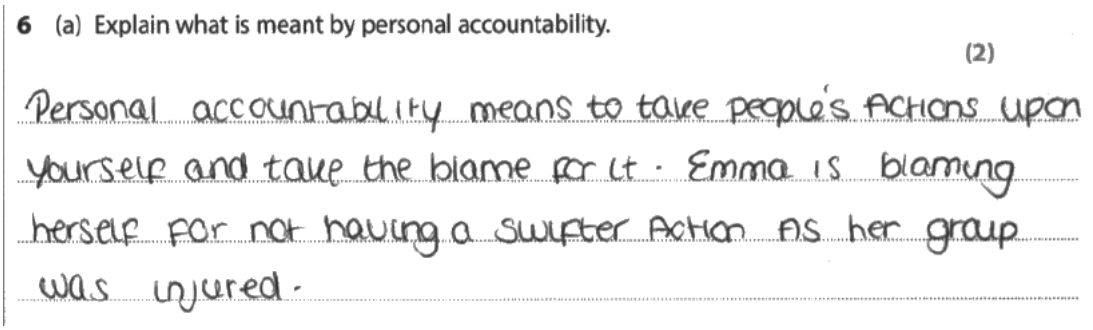
that you listen to others ideas

that you ~~words~~ work as a team

(Total for Question 5 = 3 marks)

Question 6a
This question required learners to explain what is meant by personal accountability. Many learners were able to explain that this involved accepting responsibility for their actions. Some learners attempted to provide explanations that used accountability in their answers. These were not credited.

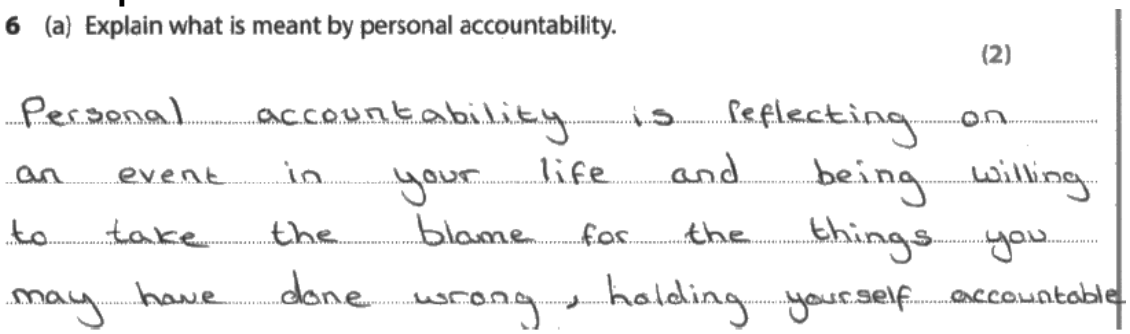
This response received 2 marks.
1 mark for blaming herself. I mark for not having swifter action.


6 (a) Explain what is meant by personal accountability.

(2)

Personal accountability means to take people's actions upon yourself and take the blame for it. Emma is blaming herself for not having a swifter action as her group was injured.

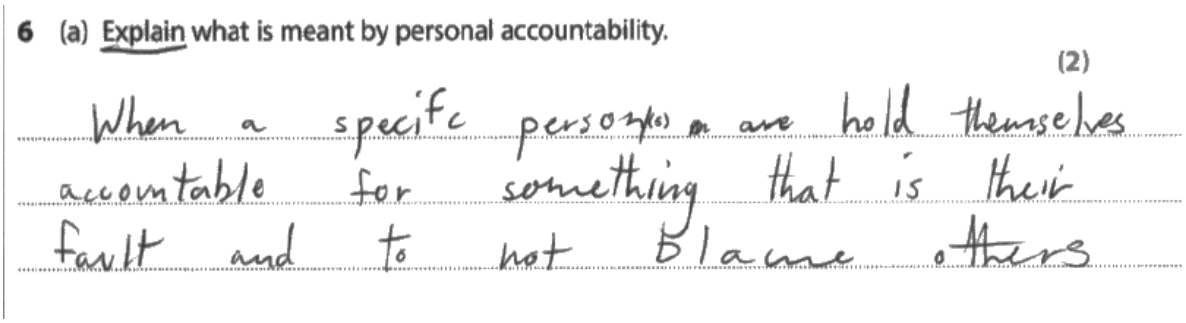
This response received 2 marks.


6 (a) Explain what is meant by personal accountability.

(2)

Personal accountability is reflecting on an event in your life and being willing to take the blame for the things you may have done wrong, holding yourself accountable

This response received 1 mark.
1 mark for saying something that is their fault. Accountable is not credited as this is given in the question.


6 (a) Explain what is meant by personal accountability.

(2)

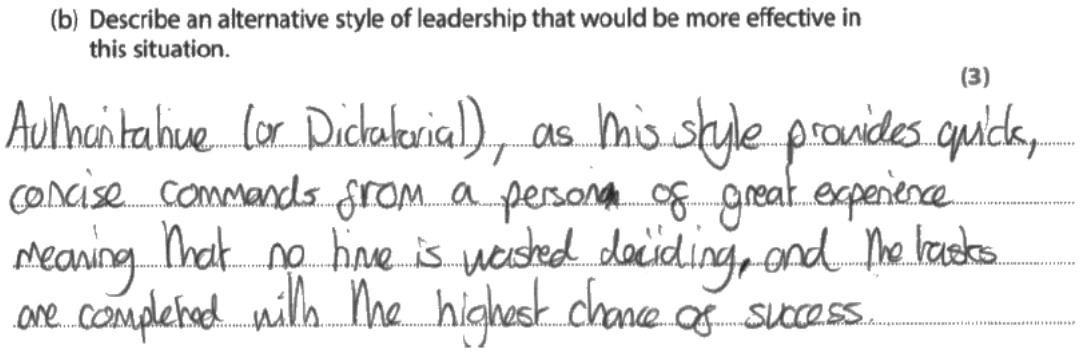
When a specific person(s) are hold themselves accountable for something that is their fault and to not Blame others

Question 6b
This question required learners to suggest an alternative style of leadership that would be suitable in the situation. Most learners were able to identify styles such as Authoritarian. As a 3-mark question, this required learners to:

- name the style
- describe the style
- explain the reason why this style is more effective

When preparing for this exam, it is important that learners are taught to review the number of marks allocated to a question so that they can be sure of the level of detail required in their answer.

This response received 3 marks.
1 mark for identifying Authoritative leadership. 1 mark for stating that this style provides quick, concise comments. 1 mark for stating that no time is wasted.


(b) Describe an alternative style of leadership that would be more effective in this situation.

(3)

Authoritative (or Dictatorial), as this style provides quick, concise commands from a person of great experience meaning that no time is wasted deciding, and the tasks are completed with the highest chance of success.

This response received 0 marks.
The learner has described how Emma can improve her own style of leadership not which leadership style would be better.

(b) Describe an alternative style of leadership that would be more effective in this situation.

(3)

being more like a leader and making the final decision personally instead of going off participative

This response received 2 marks.
The learner has identified situation leadership (1 mark). They have explained the style (1 mark). There is no further expansion provided for the third mark.

(b) Describe an alternative style of leadership that would be more effective in this situation.

(3)

Situational because then she could change the style of leadership she was using and adapt to how the team is working.

Question 6c

This question required the learner to explain two reasons why a position of authority is important. Most learners were able to identify reasons. These included maintaining order and having a chain of command. Some learners did not expand on their reason and therefore did not receive the second mark.

This response received 4 marks.

I mark for hierarchy is maintained, 1 mark for keeping the group efficient. 1 mark for no anarchy, 1 mark for which maintains public appearance.

(c) Explain **two** reasons why it is important that there is a position of authority within the group.

(4)

1 It means a hierarchy is maintained, ensuring rules and orders to keep the group efficient.

2 There is no anarchy or uncooperation within the group, maintaining order and public appearance.

This response received 3 marks.

1 mark for identifying that it prevents arguing. 1 mark for as this could put lives at risk. In the second answer, 1 mark is given for saying people aren't doing what they want. No mark awarded for saying putting the team in danger as this is too similar to putting lives at risk.

(c) Explain **two** reasons why it is important that there is a position of authority within the group.

(4)

1 to prevent arguing as this could take time and could put lives at risk

2 So there is one final outcome of tasks and situations and people aren't doing what they want as this could put the team in danger.

This response received 2 marks.
1 mark for shows a structure. 1 mark for supervisor as a role model.

(c) Explain **two** reasons why it is important that there is a position of authority within the group.

(4)

1 Authority within a group is important as it shows a structure of compliance

2 The group look up to the supervisor in authority as a role model.

Question 7
This question required learners to consider how threat levels could escalate in a confrontation. Most learners were able to identify the impact of aggressive behaviour on the situation. There was also evidence that learners were considering the escalation of conflict in direct relation to the situation in the scenario, which was rewarded. Answers attracting higher marks were able to draw on a range of different ways to prevent escalation.

The following response received 5 marks.
The stages of conflict are fully described using well developed responses. There is also reference to how the group could handle the situation to prevent escalation or react to escalation. This is an example of a well-developed response that includes mostly accurate and detailed knowledge. It is logical, covering a range of different aspects of communication. It has been applied well to the scenario. It therefore meets most of the descriptors for mark band 3.

7 Discuss how threat levels can escalate in a confrontation.

A threat level is how seriously a situation is and for needs to be treated. If tensions rise this could lead to anger and the situation loosing control. If ~~Emma~~ the group feels uncomfortable this could lead to higher levels of stress therefore the

threat level could increase.
If the citizens are deeply unhappy they may get physical leading to threat levels being substantially higher. Although, if the leader of the group decides how to deal with the situation succesfully threat levels will be low. If there is a disagreement within the group it could turn confrontational therefore the threat level may be increased. If some members of the group agree with the citizens while the others don't this could lead to higher threat levels. If the leader feels the threat level to be high they may need to call for additional support.

(Total for Question 7 = 6 marks)

The following response received 4 marks.

In the third paragraph the learner mentions retaliation and the consequences of escalation of threat levels. The first two paragraphs also contain reference to some ways Emma could de-escalate the situation. This just meets the descriptors for mark band 2.

7 Discuss how threat levels can escalate in a confrontation.

In my opinion, Emma should listen to the citizens and make sure she satisfys their needs, because the last thing anyone would want to do is cause conflict with the citizens your trying to help.

If the citizens aren't happy with Emmas work style then she is clearly doing something wrong. She should switch up her worksyle to satisfy the needs of the citizens.

Threat levels can escelate in many ways such as the citizen retaliating, this could cause fatal injuries or even death to your troops ~~or~~ or the citizens of the town.

The citizens could report you to their local authorities which could cause conflict between Emma, her group, the citizens, or even the authorities of the local area.

The following received 2 marks.

A very detailed and well-developed explanation of the escalation of threat levels. The response is entirely generic however and therefore is limited to mark band 1.

7 Discuss how threat levels can escalate in a confrontation.

The levels of threat can escalate very quickly in a high tension conflict zone as people are scared and emotions are strong. An example of where emotions are high in a high tension situation could be in a warzone such as Ukraine and Afghanistan as they both extreamly high tension warzones where mistakes could cost people their and other peoples lifes. Threat levels can also escalate if part of the team get injured as it means you are caring for one of your own which can cause stress and tension to rise as your pushed for ~~resources to help~~ extra hands. Another way in which treat levels can escalate is if the team run out of resources as it makes them vulnerable and non-equipted. The final reason why threat levels may rise is if there is a language barrier and people are scared but you cannot communicate.

The following response received 1 mark.

The learner has not addressed the question correctly. they have focused on the consequence of high-tension situations rather than the escalation of a threat. There is a brief mention of the impact on Emma in that she may get confused and take actions which have a negative impact, so this is credited.

7 Discuss how threat levels can escalate in a confrontation.

Threat levels can impact on confrontation by changing your behaviour. When they are unhappy, this can lead to Emma feeling worthless or messing something in her job. Threat levels can also make you feel more stressed and confused on what to do. Threat levels can lead to an action which doesn't have a posilive impact and it can lead to bad concequences. If someone has been threatened and they don't want to conform, bad stuff could also happen to them. Emma coulol start feeling that she doesn't have a choice from the group of citizens. When the group pressure Emma ~~she~~ there is a high chance of her doing what they are telling her because of ~~the~~ how many ~~there~~ is and also because of social pressure.

Question 8

This question required learners to use the Betari Box to discuss how Emma's behaviour could influence the situation. Most learners outlined the Betari Box and then referred to maintaining a calm tone in their answer.

The following response received 4 marks.

The learner does not fully develop their explanation of the Betari Box however some understanding is shown in that they mention that actions/ behaviour can impact on another individual. There is a good explanation of how Emma can use verbal and non-verbal communication to influence the situation.

8 Discuss how Emma's behaviour could influence the outcome of the situation.

Refer to the Betari Box in your answer.

Betari box, or the attitude-behaviour cycle, refers to how actions/behaviour of one can have an impact on another. Such as in Emma's case, where her demeanour could legal most definitely result in a bad situation, or threat. Verbal and non-verbal communication such as tone, volume (verbal) to facial expressions, geshures, reaction distance (non verbal) can play a key role. Emma's knowledge of this could aid her to a more desired outcome. For example, if she were to use positive body language such as slow, comforting hand geshures, and a positive facial expression, she could create a more positive environment. With this taken into consideration, it is clear to see that Emma's behaviour plays a significant role in influencing the outcome of the situation.

The following response received 3 marks.
The learner demonstrates an understanding of the full Betari Box process. Though this is not detailed, there is evidence of an attempt to apply this to Emma. This provides sufficient evidence for the learner to be placed in mark band 2.

8 Discuss how Emma's behaviour could influence the outcome of the situation.

Refer to the Betari Box in your answer.

Emma could act in a calm and collected manner to ask what the current issue is which will increase the chances of defusing the situation as shown by Betari's box where your attitude affects your behaviour which affects their attitude which affects their behaviour.

Section C

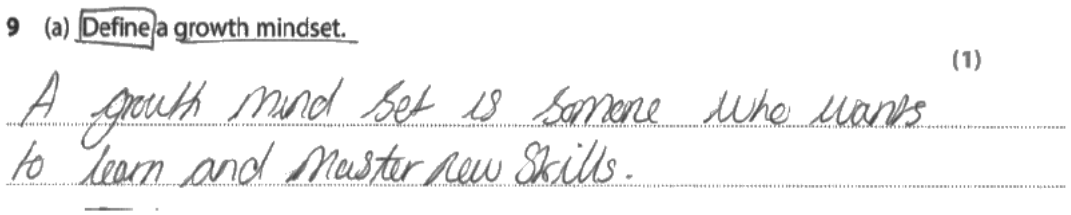
Section C focused on the work of the border force as a uniformed protective service. It is important that learners are familiarised with a range of uniformed protective services. Where learners are familiar with the service used in the scenario, they can apply this well to the questions.

Question 9a

This question asked learners to define a growth mindset. This was answered well by learners who referred to Johnny wanting to improve.

This response received 1 mark.

1 mark for wanting to learn and master new skills.

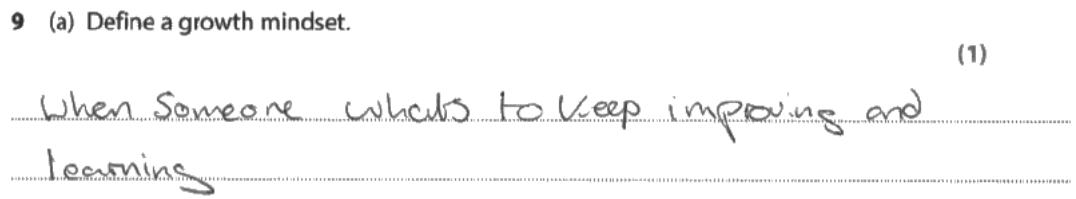

9 (a) Define a growth mindset.

(1)

A growth mind set is someone who wants to learn and master new skills.

This response received 1 mark.

1 mark for wanting to keep improving and learning.


9 (a) Define a growth mindset.

(1)

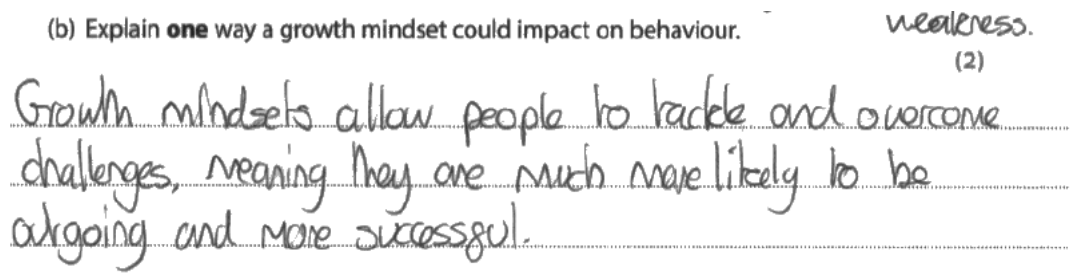
When someone wants to keep improving and learning

Question 9b

This question required the learners to explain how a growth mindset could impact on behaviour. Most learners were able to identify the reason for the impact. Some struggled to identify the impact itself.

This response received 1 mark.

1 mark for tackling and overcoming challenges. 1 mark for much more likely to be successful.


(b) Explain **one** way a growth mindset could impact on behaviour. weakness.

(2)

Growth mindsets allow people to tackle and overcome challenges, meaning they are much more likely to be ongoing and more successful.

This response received 1 mark.
1 mark for stating they would want to listen and care. Good behaviour is not awarded as this response is too vague. Responses should refer to the impact of a growth mindset on an individual for the second mark.

(b) Explain **one** way a growth mindset could impact on behaviour.

(2)

A growth mindset could result in good behaviour as they will want to listen and care about whatever they have to do.

Question 10a
This question required learners to name two social factors that could contribute to feelings of stress. Work related examples were not rewarded because they were included in the scenario, and the question asked for 'other' social factors.

This response received 2 marks.

10 (a) Name **two other** social factors that could contribute to feelings of stress.

(2)

1 The loss of someone close to you

2 money problems.

This response received 1 mark.
1 mark for bereavement. Work is not an acceptable response as it is given in the scenario.

10 (a) Name **two other** social factors that could contribute to feelings of stress.

(2)

1 loss of a loved one

2 work is hard.

This response received 0 marks.
The Learner refers to conditions rather than causes.

10 (a) Name **two other** social factors that could contribute to feelings of stress.

(2)

1 Anxiety

2 depression

Question 10b
This question required learners to explain two positive measures that Johnny could use to cope with stress. This was answered well by most learners. A solid understanding of wellbeing issues was clearly evident.

There are six marks available for this question, so the learners were expected to:

- identify the measure
- describe the measure
- explain how this would help Johnny cope with stress

This response received 4 marks.
In the first response 1 mark for partaking in social events or hobbies. 1 mark for enabling him to forget / not worry and a third mark for stating it will make him happier.
In the second response 1 mark for suggesting therapy / counselling. 1 mark for saying he can open up about his stress. A third mark for eradicating his feeling of isolation.

(b) Explain **two** positive measures that Johnny could use to cope with stress.

(6)

1 Attending social events/hobbies with friends, such as going to a bar, or playing pool, could enable him to forget or not worry as much, as the events take the edge off. This could result in him feeling much happier and less stressed.

2 Therapy or counselling sessions could mean he can open up about his stress and have the comfort that others know about his situation, eradicating his feeling of isolation and getting rid of the weight on his chest, making him much happier.

This response received 5 marks

In the first response 1 mark for talking to a therapist. 1 mark for to find ways of dealing with it.
In the second response 1 mark for using meditation, 1 mark for to calm himself throughout the day and 1 mark for will bring stress levels down.

(b) Explain **two** positive measures that Johnny could use to cope with stress.

(6)

1 Johnny could talk to other people or a therapist about his Stress to find the best ways of dealing with it and to make Sure he knows hes not alone

2 Johnny could use medatation to calm himself throughout the day as this will bring his Stress levels down and allow him to deal with one thing at a time allowing him to ~~be~~ lose or at least cope with his Stress

This response received 4 marks

In the first response 1 mark for go outside / walk to clear his mind, 1 mark for so he can think about other things / think of ways to solve the problem.
In the second response 1 mark for going out with friends. 1 mark for to take the weight off your shoulders.

(b) Explain **two** positive measures that Johnny could use to cope with stress.

(6)

1 He could go outside, on a walk to clear his mind and just focus on the londscape around him which can help him think about otherthings or think of ways to solve the problem

2 Going out with friends/family, having a community of people who care about you can take a weight of your sholders and getting out to have fun will help Johnny manage his stress levels

Question 11

In this question, the command verb used was *assess*. This command verb requires the learner to present a careful consideration of factors and make a judgement. In this question, learners were expected to explain the psychodynamic theory with reference to the id, ego and superego and present the varied factors linked to Johnny's decision. They should also identify the potential impact on Johnny if he is unable to reach a decision and make a judgement about what measures he could take. Learners who did not suggest consequences for Johnny if he did not resolve conflict in his mind were unable to access mark band 3.

The following response received 6 marks.

The learner firstly explains the unconscious mind before accurately explaining the id, ego and super ego. This is linked directly to Johnny where the learner explains how each element of the unconscious mind will influence his decision. There is no reference to the consequences for Johnny if he did not resolve conflict in his mind, so the learner cannot be awarded a mark in mark band 3.

11 Assess how unconscious factors could impact on Johnny's decisions.

Refer to the psychodynamic approach to behaviour in your answer.

Johnny's conscious mind is telling him that he may not enjoy the job as much as his office based one causing him difficulty in making a decision. However the unconscious mind is the bank of memories, thoughts and ~~urges~~ urges ~~urges~~ that he is yet to think about. This link with the psychodynamic approach as this involves the id, ego and super ego. The id is a childlike feeling which holds urges, which in this case for Johnny may be money. Johnny later will have athought of what to can be used with all the money that he will have which can influence his decision. However the ego may supress the urge of

money as it plays a rational role in the mind, reminding Johnny that money isn't the main thing and that having a job in which you do not find miserable is more important. This will confuse Johnny in what decision to make. The unconscious mind will remind Johnny of his happy times and at times he had worked well at his old office, reminding him of these bank of memories which could result in him not wanting to have a fresh start. The Super ego then however will fight the Id and ego, making an overall decision on what is the best. Unconscious will also think about the long term and how college and completing his course may provide him with more in the future.

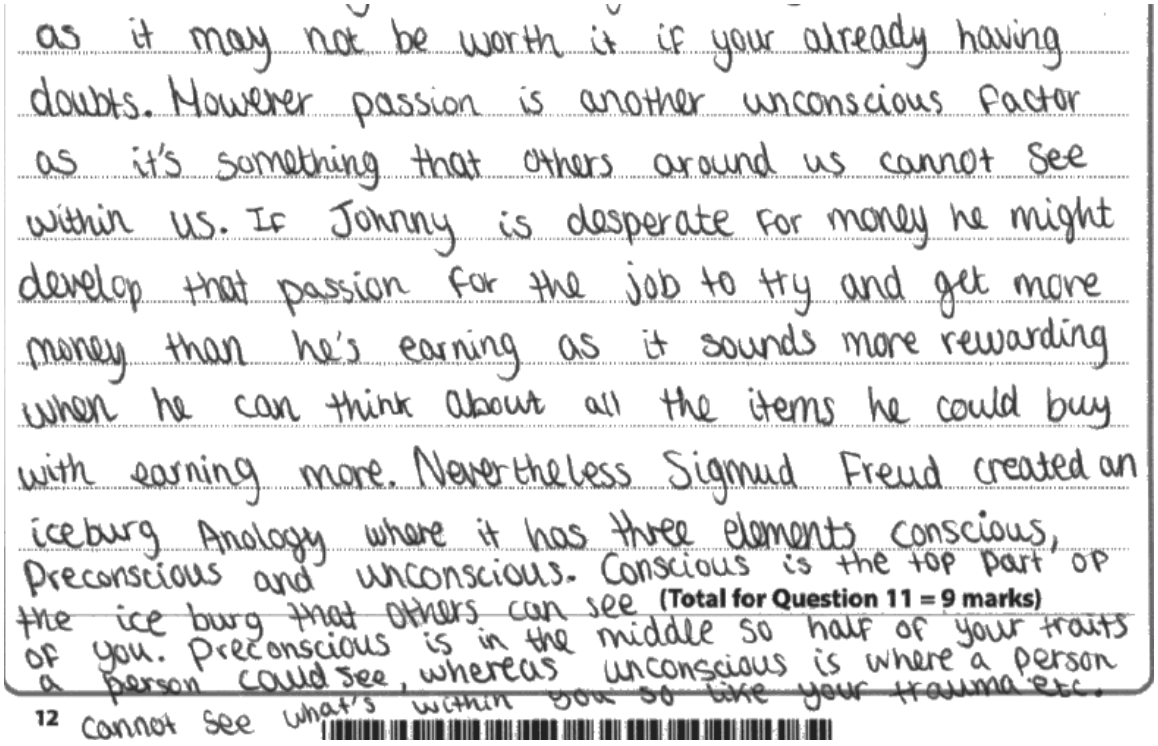
The following response received 4 marks.

The learner has used the iceberg analogy to explain the psychodynamic approach. This is recognised as rewardable content however it must be supported by reference to the levels of consciousness (either id, ego or superego or preconscious, conscious and unconscious). This is required for a mark in mark band 2. In this example there is reference to unconscious factors that affect decision making with examples and there is reference to how this could impact on Johnny therefore mark band 2 is achieved.

11 Assess how unconscious factors could impact on Johnny's decisions.

Refer to the psychodynamic approach to behaviour in your answer.

Within the psychodynamic approach by Sigmud Freud it's about how unconscious factors within the brain like (trauma's, fears etc) can influence human behaviour through thoughts and feelings. One way in how the unconscious factor of fear can impact Johnny's decision is that he fears he won't like it as it's an office job, if you already have in your mind specific requirements of a job and a lot of them aren't met it will make you second guess if you want the job



as it may not be worth it if your already having doubts. However passion is another unconscious factor as it's something that others around us cannot see within us. If Johnny is desperate for money he might develop that passion for the job to try and get more money than he's earning as it sounds more rewarding when he can think about all the items he could buy with earning more. Nevertheless Sigmud Freud created an iceburg Analogy where it has three elements conscious, Preconscious and unconscious. Conscious is the top part of the ice burg that others can see (Total for Question 11 = 9 marks)
of you. Preconscious is in the middle so half of your traits a person could see, whereas unconscious is where a person cannot see what's within you so like your trauma etc.
12

The following response received 3 marks.

The learner has identified the three elements of the psychodynamic approach. There is also a partially accurate explanation of unconscious factors. The response demonstrates isolated elements of knowledge and understanding. There is little evidence of application.

11 Assess how unconscious factors could impact on Johnny's decisions.

Refer to the psychodynamic approach to behaviour in your answer.

unconscious factors which are things you know but can't think of can play a role in Johnny's decision. The Psychodynamic approach says that a persons behaviour is dependent on their ID, ego and Superego as well as their unconscience, ~~Skills conscience~~ and conscince. Johnny's decision is based upon his unconscience which he cannot access or control which can cause his decision to be unjustified for reasons he is unaware

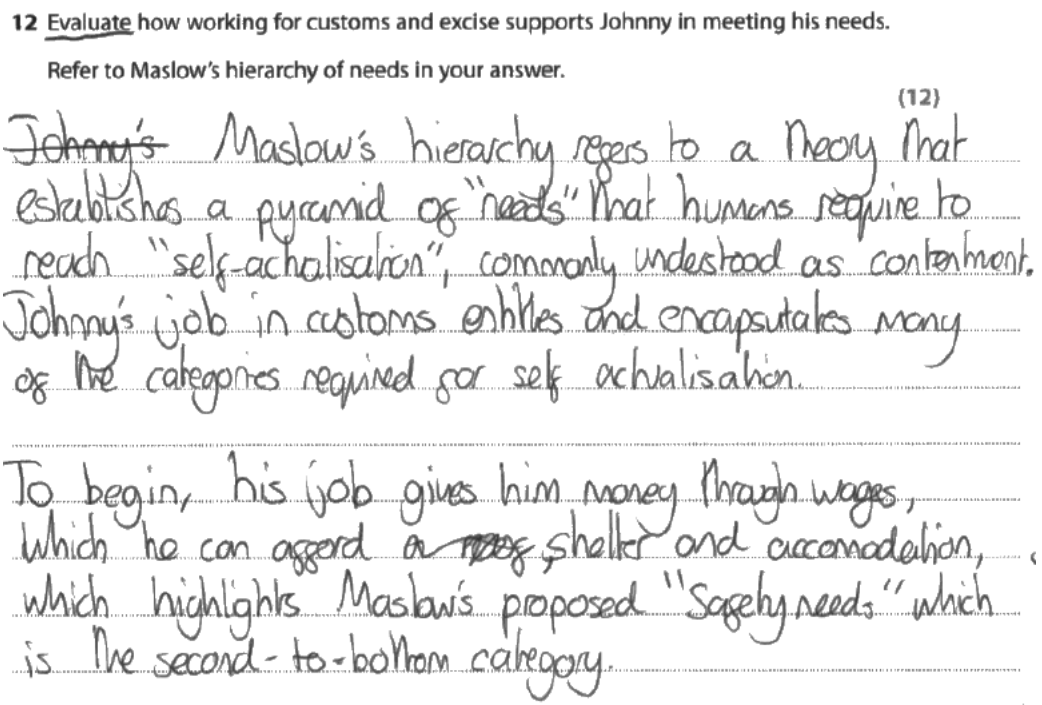
Question 12

This question required the learner to understand the findings of Maslow's hierarchy of needs. This was answered very well by learners and application was a strong feature of most answers. Learners achieving high marks on this question were able to provide evaluative content that pushed their answers into mark band 3.

Question 12 uses the command verb *evaluate* and therefore learners are expected to demonstrate that they can form a conclusion or come to a supported judgement, drawing on the strengths and weaknesses of the theory. Centres are reminded that it is important to teach learners the requirements of each command verb as part of their preparation for the exam.

The following response received 9 marks.

The learner has explained the hierarchy of needs well and linked each stage directly to Johnny. There is some evaluative content at the end, so this sits just within mark band 3.



12 Evaluate how working for customs and excise supports Johnny in meeting his needs.

Refer to Maslow's hierarchy of needs in your answer.

(12)

~~Johnny's~~ Maslow's hierarchy refers to a theory that establishes a pyramid of "needs" that humans require to reach "self-actualisation", commonly understood as contentment. Johnny's job in customs enables and encapsulates many of the categories required for self actualisation.

To begin, his job gives him money through wages, which he can afford a ~~roof~~, shelter and accomodation, which highlights Maslow's proposed "Safety needs" which is the second-to-bottom category.

Alternatively, the job he has makes him part of a team, which most likely requires company-issued uniform that all staff wear. This is important because this can establish a sense of belonging, which is Maslow's third category, creating all the right elements towards his progression toward the final two segments of the pyramid.

Finally, his ~~carbe~~ enjoyment, as stated by the question, of his job has lead him to apply for a promotion, meaning he has elevated to the "Ego" or "Self-esteem" segment of the pyramid. This segment has means the person has perfected almost everything to their own standard, but means they must work hard to achieve it. Johnny's job has given him the confidence or "self-esteem" to believe he can advance himself in his career.

However, despite all this being a result of his employment, he may lack the very minimal of needs, the physiological needs, such as food, water, sex, even. This means, that his job is not entirely responsible for meeting his needs, but he, himself is. Therefore it can be concluded that Johnny's ~~job is significantly the key role in meeting his needs.~~ playing

Job plays a to significant role in meeting his needs.

The following response received 7 marks.

The learner explains the hierarchy of needs well, and links this to the information given in the scenario. There is evidence that they understand the theory and its application to the uniformed protective services. A strong answer that sits at the top if mark band 2. There is insufficient evaluation for mark band 3.

12 Evaluate how working for customs and excise supports Johnny in meeting his needs.

Refer to Maslow's hierarchy of needs in your answer.

(12)

The first set of ~~needs~~ Maslows needs are the psychological needs, these needs are achived just by Johnny having a paying job allowing him to afford food, water, and shelter allowing him his basic needs. Secondly with working in customs he will be armed with a handgun in case anyone is carying wepons like a knife. The handgun asigned to him will allow Johnny to achive his ~~Safty~~ Safety needs as he will feel protected from offeres. ~~Thirdly~~ Next on maslows hierarchy of needs is love and belonging. In Johnnys line of work he will achive this by being able to talk to new people and having well trusted colegues with him in case of an attack on the airport. After that ~~he ca~~ Johnny can achive his needs of self esteem while working. this is because he is happy at work and is doing well he will ~~rest~~ recive praise from his Seniours and colegues therefore increcing self esteem as he will develop even more confidence in the job.

The following response received 2 marks.

The learner has shown a limited understanding of the hierarchy of needs. There is reference to the importance of sleep, diet and love towards the end. In the first half, reference is made to how working in the uniformed protective services could support his needs. The answer has not been developed and demonstrates isolated elements of knowledge therefore remains at the lower end of mark band 1.

12 Evaluate how working for customs and excise supports Johnny in meeting his needs.

Refer to Maslow's hierarchy of needs in your answer.

(12)

Working for customs and excise would support Johnny in meeting his needs. It would support him as he feels he is ready for a promotion at work so customs could give him more support and more information on applying for a promotion and what his new job would look like and what it would involve and what his role would be within his job and his promotion. Maslow ~~the~~ hierarchy of needs tells us that you need sleep, your diet, your love, your family. You need to work up in stage starting from sleep and working your way towards your love and family. This Maslow says that without all of these you can't meet your need & you need all of these to meet your needs not just one or two

Summary

Based on their performance on this paper, in future learners should be encouraged to develop the following skills:

Knowledge

- Ensure that they have thorough knowledge of all theories contained within the specification.
- Review the specification to ensure that all key areas have been revised.
- Be aware that all elements of the specification will be assessed during the lifetime of the qualification

Exam Technique

- Read each question thoroughly to ensure they are aware of what is being asked of them.
- Where a question asks for a specific theory, be sure to include that theory.
- Check the marks available for each question, ensuring that responses given are sufficiently detailed to meet the level of demand. For example, a 3-mark question will require an identification, an explanation and a further expansion in order to receive all three marks.
- Study the command words and be familiar with their expectations. For example, describe and explain command verbs require an identification of a principle plus an expansion or an illustration. State and name command verbs only require a one- or two-word response.
- Avoid repeating information from the question in their answer
- For longer answers, plan out the answer before writing it. Ensure that the principle or theory is explained before applying it to the scenario.
- Be aware that, for 6-, 9- and 12-mark questions, answers which do not refer to the scenario will be limited to mark band 1.
- When answering questions that ask the learner to apply a theory, remember it is the findings of the theory that must be linked to the context of the scenario.

Further Support

The following resources are designed to support delivery of Unit 2:

Sample Assessment Material / Additional Sample Assessment Material

(https://qualifications.pearson.com/en/qualifications/btec-nationals/uniformed-protective-services-2020.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments)

Additional Guidance

(https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/uniformed-protective-services/2020/teaching-and-learning-materials/btec-nationals-uniformed-public-services-unit-2-additional-guidance.pdf)

Glossary of Terms

(https://qualifications.pearson.com/en/qualifications/btec-nationals/uniformed-protective-services-2020.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials)

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